DOCUMENT RESUME

ED 359 308 UD 029 345

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TITLE Adolescent Behavior: Legal and Illegal Drug Use by Race, Gender and Group.
PUB DATE Apr 93
NOTE 29p.; Paper presented at the Annual Meeting of the American Educational Research Asscciation (Atlanta, GA, April 12-16, 1993).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adolescents; *Black Students; Black Youth; Drinking; *Drug Use; High Schools; High School Students; Illegal Drug Use; Lower Class Students; *Racial Differences; Self Esteem; *Sex Differences; Smoking; Socioeconomic Status; Urban Schools; *White Students
IDENTIFIERS Georgia; Student Surveys

ABSTRACT

A study of legal and illegal drug use rates among working class adolescents in Georgia was conducted in a small city of 16,000 residents. Students at the local high school completed a questionnaire administered by their classroom teacher. Of the 296 female and 283 male participants, 102 were black and 477 were white. The results indicate that black families were more likely to live in poverty, but it could not be confirmed that black youth, more than whites, had a greater exposure to risk of legal and/or illegal drug use. Black youth appeared to have the same school attendance habits and the same self-esteem levels as did whites. The results also suggest that whites more than blacks and boys more than girls use tobacco--but that white girls are more likely to be alcohol users. For illegal drugs, white boys and white girls appear to be at greater risk than black boys and girls. In addition, black boys reported the highest self-esteem and white girls reported the lowest. Self-esteem reports were supported by the results from a question about thoughts of suicide, where black boys reported the lowest and white girls reported the highest frequency of suicidal ideation. Appended are 10 tables, a copy of the parent occupation section of the survey, and 22 references. (Author/JB)

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ED359308

ADOLESCENT BEHAVIOR: LEGAL AND ILLEGAL DRUG USE BY RACE, GENDER AND GROUP

PRESENTED AT: THE ANNUAL MEETING OF THE AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, ATLANTA, 1993

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ABSTRACT

This study was conducted in a small city of 16,000 predominantly working class residents. There were 579 high school pupils, with 296 girls and 283 boys. In the group were 102 black pupils (53 girls, 49 boys). Among white pupils, 243 were girls, and 234 were boys. The analyses were based upon a self report questionnaire administered to students by their classroom teacher.

There is a substantial body of knowledge to suggest that there are increasing rates of adolescent experimentation with legal (Tobacco, alcohol), and illegal (cocaine, crack, marijuana, etc.) drugs. It has been the general consensus among professionals who provide services to this age group, that minority youth are more at risk than their white age-mates. In the working class community where this study was conducted, it seemed true that black families were more likely than white ones to live in poverty, but it could not be confirmed that black youth, more than white youth, had a greater exposure to risk of legal, and/or illegal drug use. Nor could it be confirmed that black youth had poorer school attendance habits, or a lower self esteem than their white peers. This study also suggests that whites more than blacks, and boys more than girls use tobacco - but white girls are more likely to be alcohol users.

For illegal drugs, white boys and white girls appear to be at greater risk than black boys and girls. It is also true, that black boys reported the highest self esteem - and white girls reported the lowest. These self esteem reports are supported by the results from a question about thoughts of suicide - where black boys reported the lowest, and white girls reported the highest.

INTRODUCTION

Public and professional attention in recent years has been directed toward adolescents as a group for several reasons. The public view tends to center around the notion that this age period is a temporary phase of growing up, and that risky behavior is a natural out growth of being a teen - especially for boys. Professionals, on the other hand, know that this can be a troublesome and turbulent period for many adolescents - and they take these matters seriously.

There is a substantial body of knowledge to suggest that there are rising rates of adolescent experimentation with legal and illegal drugs. And, even the so called legal drugs are actually illegal when sold to an under-age person. In the 1950s less than 50% of the adolescent population used drugs. From the results of a 1989 study, it was suggested that among high school seniors, 80% used tobacco, over 60% used alcohol, 55% used illegal drugs - and nationally, drug usage is starting at an earlier age (Gans, 1990).

It has been a general consensus among health professionals who provide services to this age group, that minority youth are more at risk than their white age-mates. While it seems true that African-American and Hispanic adolescents are more likely than their white peers to be living in a poor family (Reynolds & Allen, 1987; Edelman, 1987), their exposure to risk is often common to adolescents as a whole. Hechinger (1992) has detailed how this can be a period of self-doubt, school failure and excessive stress from a variety of sources that has led to unusually high rates of suicide, depression, drug use, unprotected sex and the perpetration of violence, and victimization, that extends across income boundaries. This study was an attempt to add to the current body of knowledge from the perspective of adolescent behavior in a moderate size working class community.

METHOD

Subjects

This study investigated several self-report attitude and behavioral characteristics of a group of high school pupils. Subjects were selected from the general public school population of a predominantly working class community of 16,000 residents, in a county with a population of 72,000, located 45 miles west of Atlanta, Georgia. In this sample, there were 579 high school pupils, with 296 girls and 283 boys, ages 14 -18 . The group included 102 black pupils, among whom were 53 girls and 49 boys. Among the 478 white pupils, 234 were boys and 243 were girls. Black pupils represented 17.6% of the total group - and this proportion is compatible with national census norms.

Toward establishing a socioeconomic context for the study, pupils were asked to characterize their parent's work by making choices from selected categories of occupations. There are five major employers in the city. A small regional college employs approximately 125 faculty and administrators, and about 200 persons as maids, cleaners, grounds keepers, food handlers, and various clerical type workers. College faculty who have children - with few exceptions - send them to private schools. The largest employer is a manufacturer of electrical wire. They hire more than 2,500 workers from the city and county in manual and machine operator type occupations, with clerical and maintenance support staffs. The second largest employer is a company that processes compact discs and tapes for a national market. The facility is primarily automated and requires a small administrative and management staff for approximately 1,200 machine operators, assembly workers and support staff. A local hospital serves the entire county, and employs approximately 500 as clerical workers, food handlers, guards, medical aids, cleaners, and a professional staff of approximately 60. A factory of 600 workers, mostly assembly line wrappers, packers, truck drivers and machine operators, supply chicken parts to fast food restaurants and super markets. The city has one pawn shop for every 800 residents, and one fast food restaurant per 500 residents.

Pupils characterized their parent's work by selecting from five categories for mother, and five categories for their father's occupation. The categories from which pupils could select are in Appendix A. The self report by students revealed the

following occupational characteristics:

TABLE A

Response Counts

OCCUPATIONS: FATHER	Female	Male	Total
Agriculture	12	8	20
Clerical	4	7	11
Managerial	67	61	128
Professional	44	46	90
Skilled worker	169	161	330
	296	283	579

Response Profiles

OCCUPATIONS: FATHER	Female	Male	All
Agriculture	0.0405	0.0283	0.0345
Clerical	0.0135	0.0247	0.0190
Managerial	0.2264	0.2155	0.2211
Professional	0.1486	0.1625	0.1554
Skilled worker	0.5709	0.5689	0.5699
	296	283	579

X^2 (4, $\underline{N}$ = 575) = 1.85 $\underline{p}$ .77 N.S.

Response Counts

OCCUPATIONS: FATHER	Black	White	Tot
Agriculture	7	13	
Clerical	3	8	
Managerial	13	115	1
Professional	9	81	
Skilled worker	70	260	3
	102	477	57

Response Profiles

OCCUPATIONS: FATHER	Black	White	A
Agriculture	0.0686	0.0273	0.03
Clerical	0.0294	0.0168	0.01
Managerial	0.1275	0.2411	0.22
Professional	0.0882	0.1698	0.15
Skilled worker	0.6863	0.5451	0.56
	102	477	5

X^2 (4, $\underline{N}$ = 575) = 16.32 $\underline{p}$ .003

Response Counts

OCCUPATIONS: FATHER	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
Agriculture	3	4	5	8	20
Clerical	1	2	6	2	11
Managerial	7	6	55	60	128
Professional	4	5	42	39	90
Skilled worker	34	36	126	134	330
	49	53	234	243	579

Response Profiles

OCCUPATIONS: FATHER	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
Agriculture	0.0612	0.0755	0.0214	0.0329	0.0345
Clerical	0.0204	0.0377	0.0256	0.0082	0.0190
Managerial	0.1429	0.1132	0.2350	0.2469	0.2211
Professional	0.0816	0.0943	0.1795	0.1605	0.1554
Skilled worker	0.6939	0.6792	0.5385	0.5514	0.5699
	49	53	234	243	579

X^2 (12, $\underline{N}$ = 575) = 19.76 $\underline{p}$ .08 N.S.

TABLE B

Response Counts

OCCUPATIONS: MOTHER	Female	Male	Total
Clerical	70	56	126
Housewife	68	58	126
Managerial	28	41	69
Professional	56	49	105
Skilled worker	74	79	153
	296	283	579

Response Profiles

OCCUPATIONS: MOTHER	Female	Male	All
Clerical	0.2365	0.1979	0.2176
Housewife	0.2297	0.2049	0.2176
Managerial	0.0946	0.1449	0.1192
Professional	0.1892	0.1731	0.1813
Skilled worker	0.2500	0.2792	0.2642
	296	283	579

X^2 (4, $\underline{N}$ = 575) = 5.14 $\underline{p}$ .27 N.S.

Response Counts

OCCUPATIONS: MOTHER	Black	White	Total
Clerical	7	119	126
Housewife	22	104	126
Managerial	14	55	69
Professional	15	90	105
Skilled worker	44	109	153
	102	477	579

Response Profiles

OCCUPATIONS: MOTHER	Black	White	All
Clerical	0.0686	0.2495	0.2176
Housewife	0.2157	0.2180	0.2176
Managerial	0.1373	0.1153	0.1192
Professional	0.1471	0.1887	0.1813
Skilled worker	0.4314	0.2285	0.2642
	102	477	579

X^2 (4, = 575) = 26.86 $\underline{p}$ .0001

Response Counts

OCCUPATIONS: MOTHER	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
Clerical	3	4	53	66	126
Housewife	11	11	47	57	126
Managerial	10	4	32	23	69
Professional	7	8	42	48	105
Skilled worker	18	26	60	49	153
	49	53	234	243	579

Response Profiles

OCCUPATIONS: MOTHER	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
Clerical	0.0612	0.0755	0.2265	0.2716	0.2176
Housewife	0.2245	0.2075	0.2009	0.2346	0.2176
Managerial	0.2041	0.0755	0.1368	0.0947	0.1192
Professional	0.1429	0.1509	0.1795	0.1975	0.1813
Skilled worker	0.3673	0.4906	0.2564	0.2016	0.2642
	49	53	234	243	579

X^2 (12, $\underline{N}$ = 575) = 37.00 $\underline{p}$ .0003

There were no significant differences in occupations of fathers for gender. As expected, black fathers were more likely than white fathers to be employed in lower level "skilled worker" occupations (69%; 55%), and white fathers are more likely to be in "professional" occupations (17%; 9%). Effects for race were statistically significant, but not for subgroups (Table A).

In occupations of mothers, gender differences were not significant. Black mothers, however, were almost twice as likely as white mothers to be employed in lower level "skilled worker" occupations (43%; 23%). Percentages for "housewife" were the same (22%). Fewer differences existed in other categories, but the overall effects were significant (Table B).

Procedure

Classroom teachers introduced a 53 item Scanscore questionnaire to their pupils. A discussion initiated by the teacher, informed the pupils of the value and significance of their careful, thoughtful and accurate responses. For this study, ten items were selected from the total as being specifically appropriate. Time was also taken to practice the procedures for marking their selections on a Scantron score sheet and thereby reduce the risk of errors caused by unintended pencil marks. Pupils were informed several times not to put their names or any other identifying marks on their answer sheet, and teachers assured them of the anonymity of their responses. Frequencies were calculated through the use of computer scoring of each answer sheet. Responses were then tabulated and chi square (X^2) was employed as a significance test for frequencies that were derived from each question by group, gender and race.

Overall percentages and numerical data are reported in Tables I through X.

The results of the significance test for responses to each question by group, gender and race are also summarized in Tables I through X. Specific calculations for responses to each question revealed the following:

1. How do you feel about yourself (good, fair, terrible)?

Reports for gender suggested that boys more than girls (74%;58%), and blacks more than whites (75%; 64%)), have "good" self esteem. The reports about feeling "terrible" about ones' self were similar for race and gender (approximately 3%). Effects for gender were statistically significant - but not for race (Table I). For subgroups, black boys reported the highest feeling "good" about ones' self (88%), and white girls reported the lowest (57%). For the choice of "terrible", black boys reported the lowest percentage (0%), with white girls reporting 2%, and white boys reporting the highest at 3%. Effects for subgroups were statistically significant (Table I).

2. How often do you go to school (every day, most every day, sometimes)?

For school attendance, boys and girls, and blacks and whites reported similar patterns. This was also true for subgroups. Effects for gender, race and subgroups were not statistically significant (Table II).

3. Do you smoke or use chewing tobacco (often, sometimes, never)?

In response to this question, boys reported more than twice the percentage of "often" use when compared to girls (20%; 9%). Boys also reported a higher "sometimes" use (22%; 14%). For race, white children reported a greater percentage of "often" use than their black age-mates (17%; 0%). This was also true for "sometimes" use (whites, 20%; blacks 9%). Effects for gender and race were statistically significant (Table III). For subgroups, white boys (24%), and white girls (10%), reported the highest percentages of "often" use for tobacco. For "sometimes" use the distribution varied (black boys, 10%; black girls, 8%; white boys, 25%, and white girls, 15%). Differences reported by subgroups were statistically significant. (Table III).

4. Do you drink alcoholic beverages (often, sometimes, never)?

As expected, boys more than girls reported drinking alcoholic beverages "often" (11%; 6%). This was not true, however, for "sometimes", girls (54%; boys 43%). Reports by race suggested that white pupils more than black ones drink alcoholic beverages "often" (9%; 7%), and "sometimes" (50%; 38%). Effects for gender and race were statistically significant (Table IV). Reports by subgroups suggested that white boys were greater "often" users (12%), and white girls the greatest "sometimes" users (57%). Black boys and black reported the highest percentage of "never" use (55%). Subgroup effects were statically significant (Table IV).

5. Do you ever use illegal drugs (sometimes, often, never)?

For gender, boys and girls reported similar percentages for "often" (approximately 1%), and "sometimes" use (approximately 8-9%). Black pupils reported a greater percentage of "often" use than their white age-mates (2%; 1%), but whites reported a much higher percentage for "sometimes" than did black pupils (10%; 2%). Gender differences were not statistically significant - but differences for race were (Table V). Subgroup reports suggested that white boys (11%), indicated the highest percentage for "sometimes" use. Also for "sometimes" use, white girls reported the next highest percentage (9%), and black boys reported the lowest percentage (0%). Black boys and black girls also reported the highest percentages for "never" use (96%). Effects for subgroups were statistically significant (Table V).

6. Have you ever had treatment for an alcohol or drug problem (yes, no)?

As expected, few high school pupils in this study had been in drug or alcohol treatment programs, and among those who had, more were boys than girls (3%; 1%). For race, there were similar reports for drug treatment (blacks, 2%: whites, 2%). Effects for gender were statistically significant, but effects for race were not (Table VI). When reports were calculated for subgroups, there were very small percentage differences, and they were not statistically significant (Table VI).

7. Have you ever considered committing suicide (killing yourself), (never, often, sometimes)?

Responses to this question suggested that girls more than boys considered suicide "often" (6%; 2%), and girls also considered suicide "sometimes" more than twice the percentage of boys (32%; 14%). White children considered suicide "often" at a higher percentage than black ones (5%; 3%). They also reported a higher percentage of "sometimes" than did black students (22%; 24%). Effects for gender were statistically significant, effects for race were not (Table VII). For subgroups, black boys reported 0%; black girls, 6%; white boys, 3%; and white girls 7%, for "often". For "sometimes", white girls reported a higher percentage than did white boys (31%; 16%), and black boys reported the lowest percentage of all subgroups for "sometimes" (6%). Black girls reported a higher percentage of "sometimes" than did white girls (36%; 31%). Subgroup differences were statistically significant (Table VII).

8. What extracurricular activities are you most often involved in after school (Band/chorus, clubs/church, nothing, sports, TV/playing)?

As expected, boys are more often involved in after school sports than girls (62%; 30%), and girls are involved in the more passive activities like TV viewing/ playing (girls, 31%; boys, 19%). Girls are also more likely than boys to do "nothing" (12%; 8%), and more than twice as likely to be involved in clubs/church activities (17%; 7%). For race, black children are more likely than white ones to be involved in sports (58%; 38%), but white children are more likely to be involved in band/chorus (8%; 3%), and clubs/church (13%; 8%). Effects for gender were statically significant, but not for race. Subgroup reports suggested that black boys are far more active in sports than all others (73%), and white boys reported the next highest percentage (59%). Black girls reported being more active than white girls in sports (43%; 28%), but white girls were more active in band/chorus (12%; 2%). Effects for subgroups were statically significant (Table VIII).

9. How many hours a week do you spend doing extracurricular activities (sports, band clubs, etc.)?

For this question there were two choices - 2-4 and 5-10 hours. The responses suggested that boys and girls spend approximately the same blocks of time in extracurricular activities after school. The same appears to be true for black and white children, and for subgroups. There were no statistically significant effects for gender, race or subgroups (Table IX).

10. Do you feel that adults and teens communicate in today's society (always, sometimes, seldom, never, don't know)?

There were very few responses that differed for gender, and these effects were not statistically significant (Table X). Responses by race suggested that black pupils reported a higher percentage of "always" than did their white classmates (7%; 3%), but white students reported a higher percentage than their black classmates for "sometimes" (56%; 39%). Black pupils also reported a higher percentage than their white classmates for "seldom" (44%; 36%), and for "never" (7%; 3%). Subgroup reports indicated that black males have a higher percentage of "always" (12%), communication with adults in their lives, but they reported the lowest percentage of "sometimes" (31%). White girls (56%), and white boys (55%) reported higher percentages of "sometimes" than did their black counterparts. Effects for race, and for subgroups were statistically significant (Table X).

DISCUSSION

By the age of 12, children are aware of a "self" that will endure over time regardless of changes in their stature or appearance (Broughton, 1978). They are also capable of making a distinction between their subjective self (the kind of person I am); and their objective self (how I am perceived by others) (Selman (1980). The construct known as self-esteem (used interchangeably in the literature with self-concept), has been of interest to educational professionals for some time. Harter (1982) has suggested that during the middle years, a child's self concept becomes more complex. She has identified four performance areas that contribute toward the learner's self-worth, through (1) cognitive competence (performance of school work); (2) social competence (popularity/ and social skills); (3)physical competence (performance in sports/games); and, (4) general self-worth (sure/unsure of ones' self in general). A child can feel positive in all areas - or even in one or more.

Educators from time to time have focused upon the development of a positive self-concept in learners, as a means of enabling them to positive value their competence and thereby maximize their school performance. It has been reported often that black children - because of high rates of single parent homes and too few male role models - tend to demonstrate less positive self-valuing than their white peers. The arguments continue along these lines to identify this phenomenon as a possible source for black/white school achievement differences - when they occur (Reynolds and Allen, 1987; Commer, 1987; Hale-Benson, 1982).

Results of this investigation could not confirm these widely accepted views. There were significant indications from the self reports to suggest that black males in particular, and black pupils in general, possessed a greater positive valuing of self than their white classmates. White girls reported the lowest valuing of self, and the

highest likelihood of "thoughts of suicide". Because black boys as a group reported the highest positive self valuing of self, it was expected that they would report the lowest percentages of "thoughts of suicide" - as they did.

This study approached the investigation of drug use among high school students with the knowledge that alcohol is the first drug of choice among American adolescents. And, their parents, relatives, and other adults they know, might be among the 13 million Americans who are alcoholics or problem drinkers (USDHHS,1987). The leading cause of death among young adults and adolescents is related to alcohol use. Date rape, unplanned and unprotected sex, school drop-out rates, and vandalism can also often be traced to adolescent alcohol abuse (Lubinski, 1992). While there are federal warnings posted to give balance to the information about the dangers of tobacco use, public information about alcohol, that is available to youth, is controlled by those who profit from alcohol sales.

From this, it appears that in small town America, males in general, and white males in particular are greater users of tobacco, when compared to others in their peer group. They are also more than twice as likely as black youth to be users. White girls are also at risk for tobacco use, and this probably emerges from dating and other socializing behavior with high tobacco users - white boys.

By now, most of the general public have observed media events that display substance abuse as a problem more prevalent in the black community than anywhere else. Even when white youth are portrayed as users, the common scene is one where the white person is wandering through the black neighborhood seeking a seller - or involved in group use on a racially integrated campus. This suggests that black youth are central to the problem of illegal drugs, and when white youth is involved, black influence is not far away.

The implications that can be drawn from this study are incompatible with the stereotypical view. The present data suggests that all youth appear at risk for some

illegal drug use, but white males and females are at greater risk than their black peers. It is also true that black males - who are often portrayed in public media in anti-social roles - reported more than their white classmates to "never" use illegal drugs.

It has become common, even in the smallest communities, for youth to have access to legal and illegal drugs. They seem able to negotiate an access to tobacco and alcohol despite minimum age restrictions. The profit factor, and a buyers market, available to small town entrepreneurs - who are often older youth in and out of school - seems attractive enough for them to create an illegal drug market for this age group. This presents a continuing challenge to school authorities who are frequently unaware of users or sellers in their midst, until one of their pupils becomes entangled in the legal justice system.

Several school districts around the country are experimenting with early intervention type programs to prevent the child's first encounter with the police. As of now there are generally three types of school based early intervention programs, (1) school-wide well publicized anti-drug use policies, (2) staff training programs that inform teachers how to identify and refer substance abusers, and (3) service programs that provide help to pupils who are current users. These efforts are thought to be most effective when they have a treatment link to community based services - which very few communities have (Klitzner, et. al., 1993). This small town study suggests that 11 % of the white boys and 9% of the white girls were "sometime" users, but only 3% of the boys were involved in treatment. It also reported that 4% of the black boys were "often" users, but only half that percentage had been in treatment.

The suggestions that black youth are not at greater risk than white youth for legal and illegal drug use, or that black youth do not necessarily negative value themselves more that their white peers, are important things to know, but should not be signals to human service professionals, or parents, that their attention to this group of adolescents is no longer essential.

Even though responses varied, all subjects as a group, and within subgroups, reported a high percentage of "sometimes" and "seldom" when asked about the communication between youth and adults in today's society. Adolescents and young adults need access to parent support and professional services. This availability is often essential as they attempt to negotiate excessive stress, that can emerge from a variety of institutional, social and family encounters that adults might presume are simple daily rituals.

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TABLE I

1. How do you feel about yourself (good, fair, terrible)?

Response Counts

QUESTION 1	Female	Male	Total
Fair	115	67	182
Good	172	210	382
Terrible	9	6	15
	296	283	579

Response Profiles

QUESTION 1	Female	Male	All
Fair	0.3885	0.2367	0.3143
Good	0.5811	0.7420	0.6598
Terrible	0.0304	0.0212	0.0259
	296	283	579

X^2 (2, N = 577) = 16.76 p < .001

Response Counts

QUESTION 1	Black	White	Total
Fair	22	160	182
Good	77	305	382
Terrible	3	12	15
	102	477	579

Response Profiles

QUESTION 1	Black	White	All
Fair	0.2157	0.3354	0.3143
Good	0.7549	0.6394	0.6598
Terrible	0.0294	0.0252	0.0259
	102	477	579

X^2 (2, N = 577) = 5.59 p < .07 N.S.

Response Counts

QUESTION 1	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
Fair	6	16	61	99	182
Good	43	34	167	138	382
Terrible	0	3	6	6	15
	49	53	234	243	579

Response Profiles

QUESTION 1	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
Fair	0.1224	0.3019	0.2607	0.4074	0.3143
Good	0.8776	0.6415	0.7137	0.5679	0.6598
Terrible	0.0000	0.0566	0.0256	0.0247	0.0259
	49	53	234	243	579

X^2 (6, N = 577) = 25.51 p .0004

TABLE II

2. How often do you go to school (every school day, most every day, sometimes)?

Response Counts

QUESTION 2	Female	Male	Total
Every	138	135	273
Most	152	139	291
Sometimes	6	9	15
	296	283	579

Response Profiles

QUESTION 2	Female	Male	All
Every	0.4662	0.4770	0.4715
Most	0.5135	0.4912	0.5026
Sometimes	0.0203	0.0318	0.0259
	296	283	579

X^2 (2, $\underline{N}$ = 577) = 1.87 $\underline{p}$ < .40 N.S.

Response Counts

QUESTION 2	Black	White	Total
Every	54	219	273
Most	45	246	291
Sometimes	3	12	15
	102	477	579

Response Profiles

QUESTION 2	Black	White	All
Every	0.5294	0.4591	0.4715
Most	0.4412	0.5157	0.5026
Sometimes	0.0294	0.0252	0.0259
	102	477	579

X^2 (2, $\underline{N}$ = 577) = 1.87 $\underline{p}$ < .40 N.S.

Response Counts

QUESTION 2	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
Every	27	27	107	112	273
Most	21	24	119	127	291
Sometimes	1	2	8	4	15
	49	53	234	243	579

Response Profiles

QUESTION 2	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
Every	0.5510	0.5094	0.4573	0.4609	0.4715
Most	0.4286	0.4528	0.5085	0.5226	0.5026
Sometimes	0.0204	0.0377	0.0342	0.0165	0.0259
	49	53	234	243	579

X^2 (6, $\underline{N}$ = 577) = 3.78 $\underline{p}$ < .71 N.S.

TABLE III

3. Do you smoke or use chewing tobacco (often, sometimes, never)?

Response Counts

QUESTION 3	Female	Male	Total
Never	229	164	393
Often	25	55	80
Sometimes	41	64	105
	295	283	578

Response Profiles

QUESTION 3	Female	Male	All
Never	0.7763	0.5795	0.6799
Often	0.0847	0.1943	0.1384
Sometimes	0.1390	0.2261	0.1817
	295	283	578

X^2 (2, $\underline{N}$ = 576) = 26.80 $\underline{p}$ < .0001

Response Counts

QUESTION 3	Black	White	Total
Never	92	301	393
Often	0	80	80
Sometimes	9	96	105
	101	477	578

Response Profiles

QUESTION 3	Black	White	All
Never	0.9109	0.6310	0.6799
Often	0.0000	0.1677	0.1384
Sometimes	0.0891	0.2013	0.1817
	101	477	578

X^2 (2, $\underline{N}$ = 576) = 32.31 $\underline{p}$ < .0001

Response Counts

QUESTION 3	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
Never	44	48	120	181	393
Often	0	0	55	25	80
Sometimes	5	4	59	37	105
	49	52	234	243	578

Response Profiles

QUESTION 3	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
Never	0.8980	0.9231	0.5128	0.7449	0.6799
Often	0.0000	0.0000	0.2350	0.1029	0.1384
Sometimes	0.1020	0.0769	0.2521	0.1523	0.1817
	49	52	234	243	578

X^2 (6, $\underline{N}$ = 576) = 63.45 $\underline{p}$ < .0001

TABLE IV

4. Do you drink alcoholic beverages (often, sometimes, never)?

Response Counts

QUESTION 4	Female	Male	Total
Never	120	132	252
Often	18	31	49
Sometimes	158	120	278
	296	283	579

Response Profiles

QUESTION 4	Female	Male	All
Never	0.4054	0.4664	0.4352
Often	0.0608	0.1095	0.0846
Sometimes	0.5338	0.4240	0.4801
	296	283	579

X^2 (2, $\underline{N}$ = 577) = 8.93 $\underline{p}$ < .02

Response Counts

QUESTION 4	Black	White	Total
Never	56	196	252
Often	7	42	49
Sometimes	39	239	278
	102	477	579

Response Profiles

QUESTION 4	Black	White	All
Never	0.5490	0.4109	0.4352
Often	0.0686	0.0881	0.0846
Sometimes	0.3824	0.5010	0.4801
	102	477	579

X^2 (2, $\underline{N}$ = 577) = 6.52 $\underline{p}$ < .04

Response Counts

QUESTION 4	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
Never	27	29	105	91	252
Often	4	3	28	14	49
Sometimes	18	21	101	138	278
	49	53	234	243	579

Response Profiles

QUESTION 4	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
Never	0.5510	0.5472	0.4487	0.3745	0.4352
Often	0.0816	0.0566	0.1197	0.0576	0.0846
Sometimes	0.3673	0.3962	0.4316	0.5679	0.4801
	49	53	234	243	579

X^2 (6, $\underline{N}$ = 577) = 18.30 $\underline{p}$ < .006

TABLE V

5. Do you use illegal drugs (cocaine, crack, pot, speed, etc.) (often, sometimes, never)?

Response Counts

QUESTION 5	Female	Male	Total
Never	270	253	523
Often	2	4	6
Sometimes	24	26	50
	296	283	579

Response Profiles

QUESTION 5	Female	Male	All
Never	0.9122	0.8940	0.9033
Often	0.0068	0.0141	0.0104
Sometimes	0.0811	0.0919	0.0864
	296	283	579

X^2 (2, $\underline{N}$ = 584) = 1.20 $\underline{p}$ < .56 N.S.

Response Counts

QUESTION 5	Black	White	Total
Never	98	425	523
Often	2	4	6
Sometimes	2	48	50
	102	477	579

Response Profiles

QUESTION 5	Black	White	All
Never	0.9608	0.8910	0.9033
Often	0.0196	0.0084	0.0104
Sometimes	0.0196	0.1006	0.0864
	102	477	579

X^2 (2, $\underline{N}$ = 577) = 7.86 $\underline{p}$ < .02

Response Counts

QUESTION 5	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
Never	47	51	206	219	523
Often	2	0	2	[illegible]	6
Sometimes	0	2	26	22	50
	49	53	234	243	579

Response Profiles

QUESTION 5	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
Never	0.9592	0.9623	0.8803	0.9012	0.9033
Often	0.0408	0.0000	0.0085	0.0082	0.0104
Sometimes	0.0000	0.0377	0.1111	0.0905	0.0864
	49	53	234	243	579

X^2 (6, $\underline{N}$ = 577) = 13.02 $\underline{p}$ < .05

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TABLE VI

6. Have you ever had treatment for an alcohol or drug problem (yes, no)?

Response Counts

QUESTION 6	Female	Male	Total
No	290	268	558
Yes	2	8	10
	292	276	568

Response Profiles

QUESTION 6	Female	Male	All
No	0.9932	0.9710	0.9824
Yes	0.0068	0.0290	0.0176
	292	276	568

X^2 (1, N = 567) = 4.02 p < .05

Response Counts

QUESTION 6	Black	White	Tota
No	97	461	55
Yes	2	8	1
	99	469	568

Response Profiles

QUESTION 6	Black	White	A
No	0.9798	0.9829	0.982
Yes	0.0202	0.0171	0.017
	99	469	56

X^2 (1, N = 567) = .05 p < .90

Response Counts

QUESTION 6	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
No	46	51	222	239	558
Yes	1	1	7	1	10
	47	52	229	240	568

Response Profiles

QUESTION 6	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
No	0.9787	0.9808	0.9694	0.9958	0.9824
Yes	0.0213	0.0192	0.0306	0.0042	0.0176
	47	52	229	240	568

X^2 (3, N = 567) = 4.80 p < .19 N.S.

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TABLE VII

7. Have you ever considered committing suicide (killing yourself?) (often, sometimes, never)?

Response Counts

QUESTION 7	Female	Male	Total
Never	182	237	419
Often	19	6	25
Sometimes	95	40	135
	296	283	579

Response Profiles

QUESTION 7	Female	Male	All
Never	0.6149	0.8375	0.7237
Often	0.0642	0.0212	0.0432
Sometimes	0.3209	0.1413	0.2332
	296	283	579

X^2 (2, N = 577) = 36.11 p < .0001

Response Counts

QUESTION 7	Black	White	Total
Never	77	342	419
Often	3	22	25
Sometimes	22	113	135
	102	477	579

Response Profiles

QUESTION 7	Black	White	All
Never	0.7549	0.7170	0.7237
Often	0.0294	0.0461	0.0432
Sometimes	0.2157	0.2369	0.2332
	102	477	579

X^2 (2, N = 577) = .87 p < .65 N.S.

Response Counts

QUESTION 7	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
Never	46	31	191	151	419
Often	0	3	6	16	25
Sometimes	3	19	37	76	135
	49	53	234	243	579

Response Profiles

QUESTION 7	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
Never	0.9388	0.5849	0.8162	0.6214	0.7237
Often	0.0000	0.0566	0.0256	0.0658	0.0432
Sometimes	0.0612	0.3585	0.1581	0.3128	0.2332
	49	53	234	243	579

X^2 (6, N = 577) = 39.76 p < .0001

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TABLE VIII

8. What extracurricular activities are you most often involved in after school(mark only one)?

Response Counts

Question 8	Female	Male	Total
Band/Chorus	29	12	41
Clubs/Church	49	19	68
Nothing	36	23	59
Sports	90	176	266
TV/Playing	92	53	145
	296	283	579

Response Profiles

Question 8	Female	Male	All
Band/Chorus	0.0980	0.0424	0.0708
Clubs/Church	0.1655	0.0671	0.1174
Nothing	0.1216	0.0813	0.1019
Sports	0.3041	0.6219	0.4594
TV/Playing	0.3108	0.1873	0.2504
	296	283	579

X^2 (4, N = 575) = 61.18 p < .0001

Response Counts

Question 8	Black	White	Total
Band/Chorus	3	38	41
Clubs/Church	8	60	68
Nothing	11	48	59
Sports	59	207	266
TV/Playing	21	124	145
	102	477	579

Response Profiles

Question 8	Black	White	All
Band/Chorus	0.0294	0.0797	0.0708
Clubs/Church	0.0784	0.1258	0.1174
Nothing	0.1078	0.1006	0.1019
Sports	0.5784	0.4340	0.4594
TV/Playing	0.2059	0.2600	0.2504
	102	477	579

X^2 (4, N = 575) = 9.44 p < .06 N

Response Counts

Question 8	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
Band/Chorus	2	1	10	28	41
Clubs/Church	2	6	17	43	68
Nothing	5	6	19	29	59
Sports	36	23	139	68	266
TV/Playing	4	17	49	75	145
	49	53	234	243	579

Response Profiles

Question 8	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
Band/Chorus	0.0408	0.0189	0.0427	0.1152	0.0708
Clubs/Church	0.0408	0.1132	0.0726	0.1770	0.1174
Nothing	0.1020	0.1132	0.0812	0.1193	0.1019
Sports	0.7347	0.4340	0.5940	0.2798	0.4594
TV/Playing	0.0816	0.3208	0.2094	0.3086	0.2504
	49	53	234	243	579

X^2 (12, N = 575) = 73.50 p < .0001

TABLE IX

9. How many hours a week do you spend doing extracurricular activities(sports, band, clubs, TV, etc.)?

Response Counts

Question 9	Black	White	Total
2/4/	41	139	180
5/10	28	159	187
	69	298	367

Response Profiles

Question 9	Black	White	All
2/4/	0.5942	0.4664	0.4905
5/10	0.4058	0.5336	0.5095
	69	298	367

X^2 (1, N = 366) = 1.86 p < .18 N.S.

Response Counts

Question 9	Female	Male	Total
2/4/	108	72	180
5/10	99	88	187
	207	160	367

Response Profiles

Question 9	Female	Male	All
2/4/	0.5217	0.4500	0.4905
5/10	0.4783	0.5500	0.5095
	207	160	367

X^2 (1, N = 366) = 3.66 p < .06 N.S.

Response Counts

Question 9	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
2/4/	17	24	55	84	180
5/10	16	12	72	87	187
	33	36	127	171	367

Response Profiles

Question 9	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
2/4/	0.5152	0.6667	0.4331	0.4912	0.4905
5/10	0.4848	0.3333	0.5669	0.5088	0.5095
	33	36	127	171	367

X^2 (3, N = 366) = 6.23 p < .11 N.S.

TABLE X

10. Do you feel that adults and teens communicate in today's society (always, sometimes, seldom, never, don't know)?

Response Counts

Question 10	Female	Male	Total
Always	8	12	20
Don't Know	4	13	17
Never	11	10	21
Seldom	111	104	215
Sometimes	162	144	306
	296	283	579

Response Profiles

Question 10	Female	Male	All
Always	0.0270	0.0424	0.0345
Don't Know	0.0135	0.0459	0.0294
Never	0.0372	0.0353	0.0363
Seldom	0.3750	0.3675	0.3713
Sometimes	0.5473	0.5088	0.5285
	296	283	579

X^2 (4, N = 575) = 6.61 p < .16 N.S.

Response Counts

Question 10	Black	White	Total
Always	7	13	20
Don't Know	3	14	17
Never	7	14	21
Seldom	45	170	215
Sometimes	40	266	306
	102	477	579

Response Profiles

Question 10	Black	White	All
Always	0.0686	0.0273	0.0345
Don't Know	0.0294	0.0294	0.0294
Never	0.0686	0.0294	0.0363
Seldom	0.4412	0.3564	0.3713
Sometimes	0.3922	0.5577	0.5285
	102	477	579

X^2 (4, N = 575) = 13.72 p < .009

Response Counts

Question 10	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	Total
Always	6	1	6	7	20
Don't Know	2	1	11	3	17
Never	3	4	7	7	21
Seldom	23	22	81	89	215
Sometimes	15	25	129	137	306
	49	53	234	243	579

Response Profiles

Question 10	BLACK/BOY	BLACK/GIRL	WHITE/BOY	WHITE/GIRL	All
Always	0.1224	0.0189	0.0256	0.0288	0.0345
Don't Know	0.0408	0.0189	0.0470	0.0123	0.0294
Never	0.0612	0.0755	0.0299	0.0288	0.0363
Seldom	0.4694	0.4151	0.3462	0.3663	0.3713
Sometimes	0.3061	0.4717	0.5513	0.5638	0.5285
	49	53	234	243	579

X^2 (12, N = 575) = 28.79 p .005

APPENDIX A

PARENTS' OCCUPATIONS

My mother's job fits into this group best (pick one only):

a. Managerial (Industrial supervisor, manager, purchasing agent, insurance agent, supervisor)

b. Housewife

c. Clerical (typist, receptionist, shipping clerk, telephone operator, cashier, bookkeeper, secretary, computer personnel, stock clerk)

d. Professional (Counselor, lawyer, accountant, doctor, teacher, nurse, writer, social worker, minister, TV or radio worker, arts, athlete, business executive)

e. Skilled and service occupations (packer, wrapper, truck driver, mechanic, machine operator, maid, child care worker, cook, guard, fire or police department, industrial worker, plumber, carpenter, hairdresser, electrician, or food worker)

My father's job fits into this group best (pick one only):

a. Managerial (Industrial supervisor, manager, purchasing agent, insurance agent, supervisor)

b. Agriculture (farming, nursery, greenhouse, dairy worker, and yard man)

c. Clerical (typist, receptionist, shipping clerk, telephone operator, cashier, bookkeeper, secretary, computer personnel, stock clerk)

d. Professional (Counselor, lawyer, accountant, doctor, teacher, nurse, writer, social worker, minister, TV or radio worker, arts, athlete, business executive)

e. Skilled and service occupations (packer, wrapper, truck driver, mechanic, machine operator, maid, child care worker, cook, guard, fire or police department, industrial worker, plumber, carpenter, hairdresser, electrician, or food worker)